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# The Classical Weekly

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WHOLE No. 418

## PERIODICALS SUPPORTING THE CAUSE OF THE CLASSICS<sup>1</sup>

Two publications of the University of Iowa have contained material of interest to teachers of the Classics. Professor Ullman's Occasional Letters to <Iowa> Teachers are continued by Letter No. 9, dated November 14, 1921. The letter announces that the Extension Division has available for distribution the films Julius Caesar and Last Days of Pompeii. Letter No. 10 was published on January 24, 1922. The Fourth Annual Conference of the Latin Teachers of Iowa was to be held at Iowa City, on March 10-11. The chief speakers were to be Professors F. W. Kelsey and W. L. Carr. Iowa is to be the State wherein an intensive survey is to be undertaken as a check on the national Latin Investigation. Some of the Service Bulletins issued by the University contain items of interest. A new periodical, the Philological Quarterly, has just been established at the same institution as an additional outlet for the productive activity of American scholars. The first number, issued January, 1922, contains a paper by Professor Ullman on The Vatican Manuscript of Caesar, Pliny and Sallust and the Library of Corbie, and a review of Professor Tenney Frank's Economic History of Rome, by J. S. Magnuson.

The Department of Ancient Languages of the University of Arizona published Series II, No. 1, of its News Letter on December 1, 1921. It begins with this statement:

Three facts furnish teachers of Latin cause for self-congratulation. (1) The need of that kind of education which the study of Latin can help to furnish is certain to be more clearly recognized in the near future. (2) A more intelligent interest in the study of Latin is becoming manifest. (3) Aids to the more effective teaching of Latin are soon to be forthcoming.

Confirmation of the first two points is found in the speech of Vice-President Coolidge, of the third point, in the Latin Investigation.

The Department of Classical Languages of Ohio University (Athens) also issues a News Letter. Vol. II, No. 2, dated November 30, 1921, has in a Supplement some interesting material for Latin bulletin boards. There is also a brief report of a conference of Latin teachers of Southeastern Ohio.

The Department of Latin of the University of Pittsburgh has continued to publish its News Letter, now in its third year. No. 1, dated September 1, 1921, offers suggestions to the teacher, looking to better teaching. It also gives a brief report of Vice-President Coolidge's address and of the defence of the Classics

by Chief Justice Taft, given out through the Register-Public Ledger Service, Philadelphia. Mr. Taft finds the justification of Latin in the fact that it is the source of nearly half the English vocabulary, that it is the best guide to grammar and to the Romance languages, and in its value as a discipline. No. 2, issued November 1, 1921, contains a letter from Professor H. S. Scribner urging the claims of Greek in the High School, and a report of an article in the Springfield Republican entitled The Classics a Remedy for Nationalism. No. 3, of November 15, 1921, contains a list of novels of interest to teachers of Latin and ancient history, prepared by Mr. Harold W. Gilmer. In No. 4, dated December 1, 1921, the problem of translation as a test of comprehension is briefly discussed, and in No. 5, issued February 15, 1922, there are reports of three papers of interest to teachers. The first is A Study of One Thousand Errors in Latin Prose Composition, by Mr. C. W. Odell, printed in School and Society, December 31, 1921. Mr. Odell finds, among other things, that 23% of the errors were due to faulty reasoning, 34% to imperfect memory, and 43% to carelessness. A second paper is by Mr. Alvah Talbot Otis, in the January number of The School Review, giving the results of some English tests which revealed a considerable superiority for Latin students. The third paper, by Francis J. Donnelly, S. J., published in America for June 11, 1921, urges increased emphasis on the literary side of the Classics as a means of general training. Occasional numbers of Modern Languages, Gossip and News, from the same institution, contain items of interest to Latin teachers.

The Indiana State Committee of Latin Teachers has issued, as a bulletin of the Extension Division, Indiana University, a pamphlet containing an announcement of the plans of the Committee.

Several High Schools have Latin publications or give space to Latin activities in their School papers. Thus the Schenley Triangle (Schenley High School, Pittsburgh), and the papers of the Marietta (O.) Junior High School, New Concord (O.) High School, and others give space to the classical clubs. Students of the Male High School, Reading, Pa., under the guidance of Mr. G. E. Kramlich, published in June, 1921, a pamphlet containing cuts, classical club programs, and original contributions in Latin. The Latin Club of the Louisville Male High School publishes a Bulletin, sometimes mimeographed, sometimes printed. Vol. I, No. 9, dated April 27, 1921, is devoted mainly to the Latin Contest conducted by the Club. Vol. II, No. 3, of November 16, 1921, contains an account of Palamedes, a description (somewhat inexact) of certain Pompeian Wall in-

<sup>1</sup>See THE CLASSICAL WEEKLY 15:1-2, 8-9.

scriptions, and other material. The Boys' High School, Brooklyn, has its publication, *Forum Latinum*. Vol. III, No. 2, dated November, 1921, has an English article on the Roman School, the rest being in Latin. The drawings are not above criticism. The same is true of those in Vol. III, No. 3 (December, 1921), which also contains a mixture of Latin and English.

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### A REPORT OF PROGRESS IN A NUMBER OF SPECIAL PROJECTS CONNECTED WITH THE CLASSICAL INVESTIGATION

In a previous article, entitled *The Testing-Program Involved in the Latin Investigation Now Under Way*, THE CLASSICAL WEEKLY 15.41-43, the portion of the Investigation which involves the giving of a series of tests and the measurement of progress based upon the results was described in detail.

Many other phases of the Investigation are now well under way, under the direction of various Institutions and individual teachers. In the Preliminary Report submitted by the Special Investigators the statement was made that only through the cooperation of large numbers of men and women in the fields of Education and of Latin could the Committee hope to carry out any considerable part of its program. That this cooperation has been forthcoming is indicated clearly by the outline of projects given in the present article. We take occasion now to express the keen appreciation of the Advisory Committee and of the Special Investigating Committee of the very generous cooperation which has been vouchsafed.

The following projects are now launched, and the Committee is confident that the great majority of them will be brought to a successful culmination.

(1) A cooperative study to determine, on the basis of frequency and rank, the 25,000 most important English words, under the direction of Professor Edward L. Thorndike and Miss Ethel Newcomb, of the Institute of Educational Research, Teachers College, Columbia University, with the cooperation of 200 teachers of Latin, working in groups in New York State, Philadelphia, Boston, Topeka (Kansas), and Richmond (Kentucky). The cooperating teachers have been organized by Dr. Clyde R. Jeffords, Newtown High School, New York City, Dr. Arthur W. Howes, Central High School, Philadelphia, Dr. Albert S. Perkins, Dorchester High School, Boston, Mr. Wren J. Grinstead, Kentucky State Normal School, Richmond, Kentucky, and Miss Laura L. Ewing, High School, Topeka, Kansas. About 20 other teachers are collaborating individually in other parts of the country.

(2) A cooperative study involving the collection, study, analysis, and organization for teaching purposes of Latin words and phrases found in contemporary English reading, conducted by Miss Lou V. Walker, Graduate Student in the Department of Latin, University of Wisconsin, with the cooperation of 125 teachers, under the general direction of Professor M. S. Slaughter, Department of Latin, and Professor V. A. C.

Henmon, Department of Education, University of Wisconsin.

(3) A cooperative study involving the collection, analysis, and organization for teaching purposes of the classical ideas and allusions in such contemporary English reading as falls within the range of the High School student, conducted by Miss Ruth B. King and Miss Margaret Bunyan, Graduate Students in the Department of Latin, University of Wisconsin, with the cooperation of 100 Latin teachers, under the direction of Professor Frances E. Sabin, University of Wisconsin.

(4) A cooperative study to result in the construction of a classical lexicon with English derivatives based upon an etymological analysis of the New Oxford (Murray's) English Dictionary, by twenty-five Latin teachers in and near Chicago, under the leadership of Mr. A. W. Smalley, Graduate Student in the University of Chicago, Hyde Park High School, with the assistance of Professors Beeson, Bonner, and Buck, University of Chicago.

(5) An analysis by five thousands of the 25,000 most important English words (see 1, above), by Mr. Edward Y. Lindsay, Miss Belle Coulter, and three others yet to be assigned, Graduate Students in the Departments of Education and Latin, under the joint direction of Dean H. Lester Smith, School of Education, and Professor S. E. Stout, Department of Latin, Indiana University.

(6) A series of studies connected with the teaching of English spelling through Latin, by Mr. W. L. Cox, Graduate Student in the Department of Education, Ohio State University, under the direction of Professor B. R. Buckingham, Bureau of Educational Research, College of Education, Ohio State University, as follows:

(a) The construction of a series of four tests to measure growth in the ability of High School pupils to spell English words of Latin derivation.

(b) The conduct of spelling-tests in a number of Schools throughout the country to determine the relative rate of progress in ability to spell, made by Latin and non-Latin pupils, and to determine the most effective methods by which Latin can be made an instrument in the teaching of English spelling, by an analysis of the content and methods employed in the Schools making the greatest gain.

(c) A controlled experiment in a few selected Schools in and near Columbus for the explicit purpose of determining the most effective methods in using Latin to assist English spelling.

(d) Contemporaneously a study to determine those English words to the spelling of which a knowledge of Latin can furnish aid, and, as a complement of this study, the determination of the Latin words the capacity of which for assisting in English spelling is the greatest.

(7) The construction and administration of tests for the purpose of measuring the effect of the study of Vergil upon the development of literary appreciation, and a determination of those methods of teaching Vergil which have proved most effective in cultivating this appreciation, by Miss Barbara M. Hahn, Central High School, Springfield, Mass., under the direction of Professor Allan Abbott, of the Department of English, Teachers College, Columbia University.